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ABSTRACT

The second year of implementation of the Garfield Latin Grammar Magnet Elementary School in Kansas City, Missouri, is reported. The Latin grammar program operates in a traditional setting that includes strong emphasis on discipline and behavior, systematic and rigorous homework policies, and the strong commitment of staff, students, and parents. The program is evaluated in terms of enrollment goals and racial composition, curriculum and infusion of the theme into the classroom, perceptions regarding program implementation, and levels of student achievement. Among the findings are the following: (1) there were modest gains toward theme-related and achievement goals and less progress toward court-ordered desegregation and student satisfaction goals; (2) certain instructional goals were not fully implemented; (3) regular classroom teachers integrated Roman, Greek, and ethnic culture into instruction; (4) significant integration of classic cultural and multicultural relationships were reflected in the basic curriculum; (5) the structured learning environment and strict discipline components appeared to be weak; (6) only 24 percent of students indicated a desire to return to the magnet school the following year; and (7) achievement outcomes showed drastic declines on math subtests. Eleven tables and figures supplement the narrative regarding enrollment, perceptions, and achievement. The student contract is appended. (LB)

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Formative Evaluation
of the
Garfield Latin Grammar
Magnet Elementary School

1989-1990
1990-1991

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Evaluation Office

The School District of
Kansas City, Missouri

KANSAS CITY, MO. SCHOOL DISTRICT

"Building our future"

August 1991

FL 020 403

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Formative Evaluation of the Garfield Latin Grammar Magnet Elementary School

1989-1990
1990-1991

G. Robinson-Lewis
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

This formative evaluation of the Garfield Latin Grammar Magnet Elementary School focused on four areas: enrollment and program capacity, implementation, perceptions and achievement. Data for the study were collected through site visits, classroom observations, and interviews with parents and school leadership. Surveys were administered to students, teachers and parents, and district and school records were examined.

There was evidence of modest gains toward theme-related and achievement goals and less progress toward court-ordered desegregation and student satisfaction goals. Garfield enrolled 92% of its program capacity, however, efforts to achieve the racial composition goals for the magnet program have yet to be achieved at all grade levels.

Classroom observations and self-report data support the conclusion that certain instructional goals are not being fully implemented (computer application, public speaking and memorization and required reading). Latin infusion by both regular teachers and Latin teachers was evident during 10% of the classroom observation time. Regular classroom teachers have effectively integrated Roman, Greek and ethnic cultures into instruction. Significant integration of classical cultural and multicultural relationships were reflected in the basic curriculum. Two Latin teachers provided students with approximately 15 to 30 minutes of Latin instruction daily depending on grade level.

A few instances of observed thematic infusion components appear to be weak (structured learning environment and strict discipline, and the signing of homework). The establishment of a structured learning environment and strict discipline is an essential component of implementation. To achieve this goal, Garfield will need to make significant reductions in the incidents of minor discipline.

Students continued to express some dissatisfaction with the wearing of uniforms, peer behavior in the classroom and for the lack of help when in academic difficulties. Only 24% of the students indicated a desire to return to Garfield next school year and a mere 17% thought they attended a good school.

Achievement outcomes, while reflecting overall gains in scores for most subtests (53%), show drastic declines on math subtests for both minority and non-minority groups and limited gains on third grade reading, math and language subtests.

As a result of these findings, six recommendations were offered to improve program implementation including increasing parental involvement, expanding infusion of selected

Latin grammar special features, strengthening the learning environment, improving student satisfaction, and better efforts at the maintenance and return of uniforms.

Formative Evaluation
of the
Garfield Latin Grammar
Magnet Elementary School

1989-1990
1990-1991

Introduction

The Garfield Latin Grammar Magnet School (GLG) began operation as a magnet school with the start of the 1989-1990 school year. The *Long-Range Magnet School Plan* (Hale & Levine, 1986) states that schools funded by the desegregation court-order will be evaluated in three year cycles. The first three years of a program will include two years of formative evaluations and end with a summative evaluation. This formative evaluation will be based on guidelines established by the *Long-Range Magnet School Plan* and the *Garfield Latin Grammar Magnet School Planning Outline* (1989) developed by the school's planning site task force. This report examines the school's second year of implementation as a magnet school.

Program Description

The Latin grammar program, as defined in the *Long-Range Magnet School Plan*, operates in a traditional setting that includes a strong emphasis on discipline and behavior, systematic and rigorous homework policies, and a commitment on the part of staff, students, and parents to the goals and policies of the school.

Special features of the theme include: providing mastery of the basic skills areas; a challenging curriculum, including the study of Latin; problem solving and critical thinking skills; writing and composition; and computer literacy.

The successful implementation of the Latin grammar theme requires strong parental support and student commitment. Prior to enrollment, parents and students must sign a contract and agree to adhere to specific criteria regarding student conduct. Students are expected to maintain high levels of academic performance, to exhibit self-discipline in learning and study habits, to observe all rules and policies, and to wear a uniform to school daily. Parents are expected to participate in and support the educational process including: attending

parent/teacher conferences and school functions, signing and reviewing homework, ensuring that their child maintains regular and timely attendance and ensuring that their child is properly attired according to the uniform policy.

Evaluation Design

This evaluation of Garfield Latin Grammar Magnet School (GLG) focuses upon demographic information of the student population served; the extent to which the curriculum offers a strong basic skills program enhanced by the study of Latin; infusion of the magnet theme into regular classroom activities; the perceptions of GLG teachers, students, and parents regarding the implementation of school goals; and achievement outcomes as measured by the district's standardized tests. This evaluation considered the following broad questions:

1. What is the enrollment compared to program capacity? What is the racial composition of the student body? Is the racial balance in compliance with that outlined in the *Long-Range Magnet School Plan*?
2. Does the curriculum stress the special features of the Latin grammar theme, including writing and composition, the study of Latin, computer literacy, public speaking and memorization, required reading, and the development of self-discipline in learning and study habits? Is the theme infused into classroom activities?
3. What are the perceptions of GLG teachers, students, and parents regarding program implementation?
4. What are the achievement levels of students as measured by the district's standardized tests?

Program Capacity figures presented in this report were utilized by the district's Admission's Office for the placement of students in magnet programs. Student demographic data were reported for the year prior to becoming a magnet school and the two years of magnet school operation. Enrollment figures used in this evaluation were drawn from the student membership report prepared by the district's Research Office.

Program implementation and progress toward goals were measured by site visits, classroom observations, interviews with administrators, and a review of school documents. Perception data were collected through telephone interviews, surveys and individual interviews to ascertain how parents, students, teachers, and program administrators felt about the progress of program implementation.

The Iowa Tests of Basic Skills (ITBS), Missouri Mastery Achievement Test (MMAT) and Degrees of Reading Power Test (DRP) achievement data were obtained in the spring from the district's Testing Office in order to document student achievement. Student achievement scores were compared to district and state or national norms.

Results

Enrollment

The district's Admission's Office places students in magnet schools based upon the school's enrollment goals and program capacity. Table 1 describes the extent to which GLG reached its enrollment goals. Overall, GLG enrolled 92% (471 students) of its program capacity (514 students). With the exception of kindergarten, which was 20 students below capacity (77%), each grade level achieved 90% or more of its program capacity. Grade four had one student less than capacity (99%), while grade one was short by 2 students (98%).

Table 2 details the racial composition of GLG at each grade. In the 1990-91 academic year, the overall student population represented 63% minority, and 37% non-minority compared to 61% minority and 39% non-minority in 1990. Court-ordered desegregation goals require

Table 1

Enrollment and Program Capacity
Garfield Latin Grammar Magnet Elementary School
1990 - 1991

Grade	Program [1] Capacity	Actual [2] Enrollment	Difference	Percent of Capacity
K	88	68	- 20	77%
1	88	86	- 2	98%
2	88	84	- 4	95%
3	88	79	- 9	90%
4	81	80	- 1	99%
5	81	74	- 7	91%
Total	514	471	- 43	92%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity figures utilized by the Admission's Office when placing students in magnet programs.

2 Enrollment figures are from *Student Membership, September 26, 1990* (Research Office, 1990).

Table 2

Racial Composition
Garfield Latin Grammar Magnet Elementary School
1988 - 1991

Year / Group	Grade K N	K %	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	+ Total N	Total %
1988 - 1989[1]														
Non-Minority	31	40%	31	51%	29	36%	41	51%	35	61%	22	39%	189	46%
Minority	46	60%	30	49%	51	64%	40	49%	22	39%	35	61%	224	54%
Total	77		61		80		81		57		57		413	
Year 1: 1989 - 1990														
Non-Minority	18	41%	23	36%	24	39%	25	38%	20	38%	20	39%	130	39%
Minority	26	59%	41	64%	37	61%	40	62%	32	62%	31	61%	207	61%
Total	44		64		61		65		52		51		337	
Year 2: 1990 - 1991														
Non-Minority	21	31%	31	36%	32	38%	29	37%	31	39%	26	35%	170	37%
Minority	47	69%	55	64%	52	62%	50	63%	49	61%	48	65%	301	63%
Total	68		86		84		79		80		74		471	

Note: Percentages are rounded to the nearest whole percent. Source: Enrollment figures are from *September 28, 1988, Student Membership* (Research Office,1988); *September 27, 1989, Student Membership* (Research Office, 1989) and from *September 26, 1990, Student Membership* (Research Office, 1990).

1 Pre-Magnet Year

a school to achieve an enrollment of 60% minority/40% non-minority goal at each grade level. Schools which fail to reach the court-ordered goals are expected to move 2% closer to their goal at each grade level each year. All grade levels failed to reach court-ordered goals. Non-minority enrollment in Kindergarten (31%) and fifth (35%) grades were furthest from the goals. In the previous year, Kindergarten (41%) was above the goal by one percentage point and fifth grade reached 39% non-minority enrollment. Fourth grade (39%) was one point closer to the goal, first grade (36%) remained the same, second grade (38%) and third grade (37%) were two and three points below, respectively.

Implementation

Classroom observations were made to determine the extent to which magnet theme components were infused into the regular classroom. Three types of classrooms were observed weekly for four or seven hour intervals each. Observations were conducted in regular classes, Latin classes and computer labs. A total of 4,039 minutes of classroom observation data were collected from November, 1990, through February, 1991. Percentages of time were computed

for the number of minutes each special feature was observed. With the exception of problem solving and critical thinking (PSCT), only one special feature could occur per observation minute. PSCT instruction often overlapped with other special features (i.e. solving a problem and using the computer). In these cases, an equivalent number of minutes were recorded in PSCT and the corresponding special feature. Percentages were computed on the frequency based on total observation time. Infusion components were evaluated based on the frequency of each component per classroom visit.

In addition to Latin infusion in the classroom, other components of the theme were considered. Among these were: the contractual agreement (parental involvement, reviewing and signing homework, wearing uniforms and attendance); special features of the Latin Grammar magnet schools (the study of Latin, computer literacy, public speaking and memorization, required reading, writing and composition); and infusion components (self-discipline, displays, and cultural relationships).

Contractual Agreement. The success of the Latin grammar theme is linked to strong parental commitment and participation in the educational process. Prior to admission to GLG, parents and students must sign a contractual agreement to abide by the rules and policies of the school. Among these rules and policies are: 1) to attend at least one parent-teacher conference and several school functions; 2) to review and sign homework assignments; 3) to ensure that their child wears a uniform to school daily; 4) to ensure regular and timely attendance; 5) to reimburse the school for books, uniforms or other school property lost or damaged. (See Appendix A).

Parental Involvement. The GLG administration maintains sign-in sheets to document parental participation in Parent/Teacher Conferences. A review of these records indicated a decrease in attendance at parent/teacher conferences from 50% (169) of the parents in 1990 to 42% (200) of the parents in 1991. An increase in attendance at the annual winter program was estimated by school administrators at 275 parents (58%) compared to 1990 when only 150 (45%) participated.

Review and Sign Homework. One method of ensuring active involvement of parents is the contractual agreement to sign and review homework. An overwhelming majority of parents (98%) said they sign and review homework (See Table 4, item 22). However, during the observations made at GLG, randomly selected homework assignments were reviewed to

determine the number signed by parents. Of the 357 pieces reviewed, 189 (53%) bore signatures of parents (See Table 3).

Uniforms. Students at GLG were required to wear uniforms to school every day. According to the *Long-Range Magnet School Plan,* the district will provide uniforms to be worn at the Latin Grammar magnet schools. The wearing of uniforms was a part of the classroom observation at GLG. Of the 509 students observed (some students were seen more than once on different days) 482 (95%) were in uniform, 5% were in partial uniform and only one student (.2%) was observed without the prescribed uniform (See Table 3).

The return or reimbursement of uniforms continues to be a concern to school administrators. Each child is provided two uniforms which cost approximately $80 each. Additional uniforms may be purchased by the parent. Parents signed a contractual agreement to reim-

Table 3

Garfield Latin Grammar Magnet Elementary School
Classroom Observations of Infusion Components
1990 - 1991

Area Observed Infusion Components	N	%
Uniforms		
Number in Uniforms	482	95%
Number in Partial Uniforms	26	5%
Number without Uniforms	1	.3%
Total Number of Students Observed	509	100%
Discipline		
Major Incidents	4	6%
Minor Incidents	38	54%
No Discipline	28	40%
Total Observations	70	100%
Homework		
Number Signed	189	53%
Number Without Signature	168	47%
Total Submitted	357	100%
Cultural Relationships		
Classical Cultural	70	30%
Multi-Cultural	70	21%
Displays		
Other Cultures	70	84%
Latin Language	70	97%
Language Development	70	91%

Note: Percentages are based on the frequency of each component and are rounded to the nearest whole percent; 70 classroom visits, K-5 grades.

burse the district for property lost or damaged. At the end of the second semester, school administrators estimated the following property was not returned: 30 sweaters; 25 blouses; 25 shirts; 25 pants; 7 jumpers; and 12 ties. According to school officials, uniforms were not returned due to attrition, misplacement or damage. Of the uniforms that were returned, school administrators estimated that 50% were not reusable. Based on these estimates, parents reimbursed the school for damaged or lost uniforms at the rate of 2%. An inspection of returned uniforms by the program evaluator revealed extensive damage on every type of garment. However, normal wear and tear is to be expected on uniforms worn everyday by elementary students.

Attendance. Parents also agreed to send their child to school on a regular and timely basis. According to the *School Profiles 1989-90* (Research Office, 1990) report, during the 1989-1990 school year, an average attendance record of 92% was recorded for both GLG and the district elementary schools. Preliminary data available through the Research Office indicated a similar pattern for 1990-91. While GLG gained one percent over last year, both GLG and the district attendance average was 93%. The data shows that on the average only 7% of GLG's students were absent per day.

Special Features. Special features of the Latin Grammar magnet schools are an emphasis on: mastery learning; the study of Latin, computer literacy; public speaking and memorization; required reading; writing and composition; problem solving and critical thinking; and the development of learning and study habits. Mastery learning teaching strategies were implemented for the first time during the fall of the 1991 school year and will be evaluated in 1992. Figure 1 shows the percentage of time spent on each of the following special features. In this evaluation report, Other, was defined as any type of instruction not listed as a special feature (i.e., whole class lecture, audio-visual, etc.) Other instruction was observed 39% of the time.

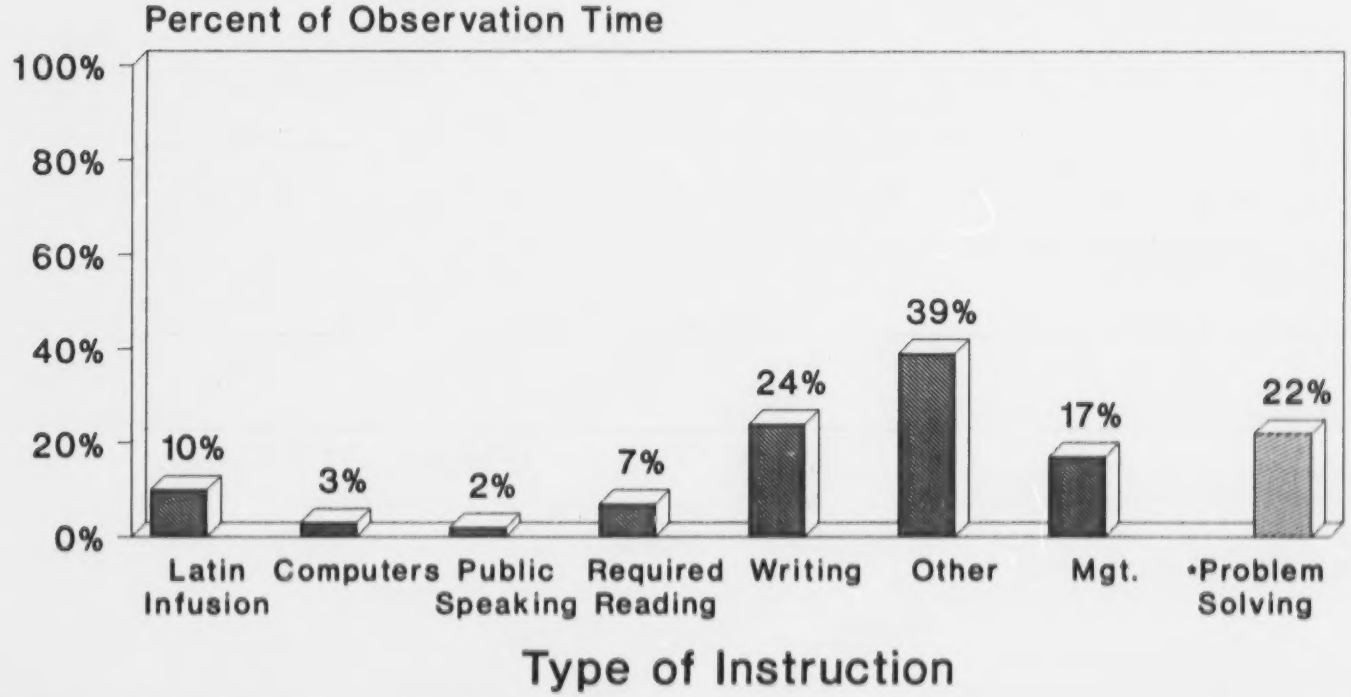
Latin. The mission statement of GLG identifies the study of Latin and the classics as an integral part of the basic curriculum. Latin infusion included teaching abbreviations, affixes, phrases, quotes, expressions, Latin roots/derivations and Latin words/terms. In order to infuse Latin into the curriculum, GLG has two Latin teachers on staff. Students received approximately fifteen and thirty minutes of Latin instruction daily, as well as exposure to Latin and classical studies in regular classroom activities.

Latin infusion by both regular and Latin teachers was observed in the classrooms 10% of the time.

Figure 1

Garfield Latin Grammar Magnet

Class Observation of Special Features



•Problem Solving skills usually overlaps other instructional strategies
Total time = 4039 minutes, 1990-1991

Computers. As described in the *Long-Range Magnet School Plan*, there are to be four computers for each classroom and a computer lab with thirty-six computers. This feature was not implemented last year due to building renovations and security issues. In 1990-91 there were 3 computers and one printer in each classroom and thirty-five computers in the lab. In addition, the computer lab housed a large volume of software which was available for teachers to use.

During observations of regular classrooms, students were using computers 3% of the time. Three problems encountered with computer usage were that of software training and personnel. During the first semester most of the computers at GLG were equipped to run 3 1/2" diskettes while the software was on 5 1/4" diskettes. Dual disk drives were not installed until January. Teachers did not receive computer training until January. In addition, without a computer technician the computer lab was not in operation. School administrators have requested a computer technician position in the 1991-1992 budget.

Public Speaking. Public speaking and memorization is verbal feedback by a group or individual of an assigned piece or written material, such as, verses, poems, phrases, and songs. This component was observed 2% of the time. It must be noted that according to teachers and task force members a great deal of time was spent on public speaking and memorization between March and June in preparation for the Olympics of the Mind competition held in June. However, classroom observation ended in February.

Required Reading. A required reading list was distributed to students during the fall semester and each teacher maintained most of these books in a designated area in the classroom. Instruction related to required reading was observed 7% of the time.

Writing and Composition. Any activity requiring the use of pen or pencil and paper to express feelings, thoughts, events, or produce words was recorded in this component. Writing and composition was observed 24% of the time.

Classroom Management. Included in this component are all non-teaching activities, such as taking attendance, keeping records, reviewing or passing out papers, taking lunch counts, and office interruptions. Evidence of classroom management was observed 17% of the time.

Problem Solving and Critical Thinking (PSCT). Instruction designed to provide students an opportunity to master higher level thinking skills were recorded (i.e. defining, evaluating, identifying, explaining, predicting, providing feedback). Across all types of instruction, PSCT was evident 22% of the time.

Infusion Components. Latin Grammar District Task Force developed the following *Latin Grammar Infusion Statement* (1990):

> ...infusion can be defined as the planned implementation of strict discipline policies, homework policies, and parental participation models. Also included is the study of Latin and/or Spanish, as well as the integrated study of the interrelationship of languages in the regular classrooms. In addition, the core curriculum is enhanced through the infusion of content and activities derived from Roman Culture and various civilizations.

Latin infusion components, collected through classroom observations are reported in terms of percentages and frequency (see Table 3). Data related to homework was presented in the Contractual Agreement section of this report.

Discipline. Maintaining a highly structured and disciplined environment is a major component of the Latin grammar theme. There were two categories of discipline examined during classroom observations. Major discipline was defined as an infraction of the rules resulting in the dismissal of a student (i.e., office referral). In contrast, minor discipline was defined as an infraction of the rules resulting in temporary interruption of classroom activity or repeated verbal reprimand of a student (i.e., disorderly conduct, loud outbursts, etc.). The incidents of major discipline were observed during 6% of classroom visits, while minor incidents were observed 54%.

Displays. Regular classroom teachers were not expected to teach Latin language; however, there was to be infusion of various cultures as well as other thematic components, such as cultural relationships and displays. In every visit, displays of Roman and classical Greek culture were evident school-wide. During the observation period (November, 1990 through February, 1991), evidence of Latin Language displays were noted in 97% of the classrooms; Language development was found in 91% of classrooms; and displays of other cultures were found in 84% of the classrooms.

Cultural Relationships. The integration of cultural relationships was an integral part of the basic curriculum. Classical relationships is the study of ancient Roman and Greek civilizations, while multicultural relationships relates to ethnic holidays, customs, traditions and personalities. The integration of classical cultural instruction was evident 30% of the time, while multicultural relationships were evident during 21% of the instructional time.

Perceptions

To determine the effectiveness of program implementation, perception data were gathered

from teachers, students and parents. The surveys contained items concerning school climate, goal attainment, support, and overall implementation of the magnet theme. Percentages were computed for the number of respondents to each item. Open-ended comments were grouped in general categories and distributed to school administrators. In an effort to further assess program implementation, a comparison of 1990-91 perception data with data collected in the first year of implementation is presented.

Parent Perception. A random sample of 25% of the parents (N = 101) were interviewed by telephone in the spring. Table 4 shows a comparison of 1990-91 parent perceptions with perceptions reported in the first year of implementation (1989-90).

When asked if the way students were selected for magnet schools was fair (item 1) and if their child's application was handled in a reasonable amount of time (item 2) parents were less satisfied with the selection process (64% to 59%) and more satisfied with the application process (81% to 91%). There was a marked difference in perceptions regarding transportation (items 3-4). In 1990-91, 96% indicated that transportation to and from GLG was done in a reasonable amount of time; only 52% responded positively a year ago. Similarly, transportation to and from school was considered safe by 87% of parents, compared to only 46% of parents in 1989-90.

Perceptions remained relatively constant regarding helpful and understandable communication from GLG (item 5, 92% to 93%), however when asked if their participation at GLG was encouraged (item 6, 98% to 79%), there was a large difference in the perceptions of parents from last year. Parents were slightly more satisfied with the teachers (item 7, 88% to 94%) than they were with the administration (item 8, 87% to 85%). It was the belief of parents that the school was kept clean and in good repair (item 9, 95% to 96%) and most parents said they would recommend GLG to other parents (item 10, 95% to 93%).

Regarding the academic progress of their child (items 11), parents indicated satisfaction with the progress their child had made in basic skills (92% to 90%) and fewer were satisfied with the progress of their child in Latin classes (86% to 82%). Overall, parents reported that their child felt good about their education (item 13, 89% to 94%) and most parents believed GLG offered a quality education to all students (item 14, 92% to 94%).

Although only a small percentage of parents surveyed indicated that their child attended a Chapter 1 after school tutorial program (item 15, 15%), satisfaction with the program was high. The majority of parents believed the program gave proper supervision to students (item

Table 4

Comparison of Parent Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement	Responses	1990 (N)	1990 %	1991 (N)	1991 %
1. The way students are chosen for the magnet school is fair?	Agree	(54)	64%	(60)	59%
	Disagree	(16)	19%	(23)	23%
	No Opinion	(14)	17%	(18)	18%
2. My child's application to Garfield Latin Grammar was handled in a reasonable amount of time.	Agree	(68)	81%	(92)	91%
	Disagree	(11)	13%	(9)	9%
	No Opinion	(5)	6%	-----	-----
3. The transportation of my child to and from Garfield Latin Grammar is done in a reasonable amount of time.	Agree	(44)	52%	(68)	96%
	Disagree	(7)	8%	(2)	3%
	No Opinion	(33)	39%	(1)	1%
4. The transportation of my child to and from Garfield Latin Grammar is safe.	Agree	(39)	46%	(62)	87%
	Disagree	(8)	10%	(7)	10%
	No Opinion	(37)	44%	(2)	3%
5. Communication from Garfield Latin Grammar has been helpful and understandable to me.	Agree	(77)	92%	(94)	93%
	Disagree	(2)	2%	(6)	6%
	No Opinion	(5)	6%	(1)	1%
6. My participation at Garfield Latin Grammar is encouraged.	Agree	(82)	98%	(80)	79%
	Disagree	(2)	2%	(4)	4%
	No Opinion	-----	-----	(17)	17%
7. Overall, I am satisfied with the teachers at Garfield Latin Grammar.	Agree	(74)	88%	(95)	94%
	Disagree	(6)	7%	(6)	6%
	No Opinion	(4)	5%	-----	-----
8. Overall, I am satisfied with the administration at Garfield Latin Grammar.	Agree	(73)	87%	(86)	85%
	Disagree	(5)	6%	(3)	3%
	No Opinion	(6)	7%	(12)	12%
9. I believe Garfield Latin Grammar is kept clean and in good repair.	Agree	(80)	95%	(97)	96%
	Disagree	-----	-----	(1)	1%
	No Opinion	(4)	5%	(3)	3%
10. I would recommend Garfield Latin Grammar to other parents.	Agree	(80)	95%	(94)	93%
	Disagree	(1)	1%	(4)	4%
	No Opinion	(3)	4%	(2)	2%
11. I am satisfied with my child's progress in basic skills areas.	Agree	(77)	92%	(91)	90%
	Disagree	(6)	7%	(10)	10%
	No Opinion	(1)	1%	-----	-----
12. I am satisfied with my child's progress in Latin classes.	Agree	(72)	86%	(83)	82%
	Disagree	(3)	4%	(15)	15%
	No Opinion	(9)	11%	(3)	3%
13. Overall, my child feels good about the education she/he is receiving at Garfield Latin Grammar.	Agree	(75)	89%	(95)	94%
	Disagree	(8)	10%	(5)	5%
	No Opinion	(1)	1%	(1)	1%

Table 4 (Continued)

Comparison of Parent Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement	Responses	1990 (N)	1990 %	1991 (N)	1991 %
14. I believe that Garfield Latin Grammar offers a quality education to all students.	Agree	(77)	92%	(95)	94%
	Disagree	(3)	4%	(4)	4%
	No Opinion	(4)	5%	(2)	2%
15. My child attends Chapter 1 classes.	Agree	•		(15)	15%
	Disagree			(86)	85%
	No Opinion			-----	-----
16. I believe Chapter 1 Program gives proper supervision to students.	Agree	•		(15)	100%
	Disagree			-----	-----
	No Opinion			-----	-----
17. I believe the Chapter 1 Program gives enough emphasis to academic activities.	Agree	•		(14)	93%
	Disagree			(1)	7%
	No Opinion			-----	-----
**18. What are the reason/s your child attends the Chapter 1 Program?	Parent/guardian work			(10)	67%
	Child needs help			(9)	60%
	Enrichment is provided			(9)	60%
19. Overall, I am satisfied with the Chapter 1 Program at Garfield Latin Grammar.	Agree	•		(15)	100%
	Disagree			-----	-----
	No Opinion			-----	-----
20. I feel the contractual obligations at Garfield Latin Grammar are fair.	Agree	(69)	82%	(93)	92%
	Disagree	(4)	5%	(1)	1%
	No Opinion	(11)	13%	(7)	7%
21. I help my child with homework.	Everyday	•		(64)	63%
	2 - 3 times/week			(18)	18%
	Sometimes			(17)	17%
	Never			(2)	2%
22. I review and sign my child's homework.	Everyday	(80)	95%	(68)	67%
	2 - 3 times/week	-----	-----	(16)	16%
	Sometimes	(2)	2%	(15)	15%
	Never	(2)	2%	(2)	2%
23. I believe Garfield Latin Grammar provides a highly disciplined and structured school environment.	Agree	•		(94)	93%
	Disagree			(3)	3%
	No Opinion			(4)	4%
24. I believe my child is acting in a more disciplined way at school since attending Garfield Latin Grammar.	Agree	•		(55)	55%
	Disagree			(20)	20%
	No Opinion			(26)	26%
25. My child enjoys wearing a uniform to Garfield Latin Grammar everyday.	Agree	(39)	46%	(63)	62%
	Disagree	(36)	43%	(34)	34%
	No Opinion	(9)	11%	(4)	4%

Table 4 (Continued)

Comparison of Parent Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement	Responses	1990 (N)	1990 %	1991 (N)	1991 %
26. I attend SAC/PT meetings.	Often	•		(18)	18%
	Sometimes			(55)	55%
	Never			(27)	27%
27. I attended the last Open House at Garfield Latin Grammar.	Agree	•		(25)	25%
	Disagree			(76)	75%
	No Opinion			-----	-----
28. I attended the last Parent/Teacher Conference at Garfield Latin Grammar.	Agree	•		(75)	74%
	Disagree			(26)	26%
	No Opinion			-----	-----
29. I have met with my child's teacher this year.	Agree	•		(96)	95%
	Disagree			(5)	5%
	No Opinion			-----	-----
30. Overall, I am satisfied with Garfield Latin Grammar	Agree	(76)	91%	(94)	93%
	Disagree	(6)	7%	(5)	5%
	No Opinion	(2)	2%	(2)	2%
31. I plan to send my child to Garfield Latin Grammar next school year.	Agree	•		(82)	90%
	Disagree			(7)	8%
	No Opinion			(2)	2%

Note: Percentages are rounded to the nearest whole percent. Results are based on a 25% random sample of Garfield Latin Grammar paents, 1990, N = 84; 1991, N = 101.

• Question asked in 1991 only.

•• Parents could respond to more than one category, therefore percentages may exceed 100%.

16, 100%), that the program gave enough emphasis to academic activities (item 17, 93%) and were satisfied with the program (item 19, 100%). Parents offered the following reasons for sending their child to the Chapter 1 program (item 18): parent worked (67%); child needed tutorial help (60%) and enrichment was provided (60%).

While there was an increase in parents who agreed that the contractual obligation was fair (item 20, from 82% to 92%), there were differences in the frequency of support with homework (items 21 and 22). GLG has a policy of assigning homework four days per week. Most parents helped their child with homework everyday (item 21, 63%). Fewer parents indicated that they reviewed and signed their child's homework everyday (item 22, from 95% to 67%), however, the difference is less if you combine the frequency of the responses of parents from "some-

times" to "everyday" (98%). Although parents believed that GLG provided a disciplined and structured school environment (item 23, 93%), only 55% believed that their child was acting in a more disciplined way (item 24). Consistent with last year, few parents felt their child enjoyed wearing a uniform to school (item 25; from 46% to 62%). This perception is also supported by students.

Perceptions regarding parental involvement received low marks (items 26 to 29). While, the majority of parents indicated they met with their child's teacher (item 29, 95%), 73% indicated they had attended a School Advisory Council/Parent Teacher Association (SAC/PTA) meetings either often or sometimes, 25% attended the last Open House, and 74% attended the last parent/teacher conference.

Lastly, parents remain satisfied with GLG (item 30, 91% to 93%) and planned to send their child to GLG next school year (item 31, 90%).

Information about how parents learned about the magnet program, why they chose the school for their child and what they thought of the magnet application process is contained in Table 4-A and Table 4-B. Table 4-A shows that parents learned about the GLG through a friend (34%), school district brochure (34%), the newspaper (29%) or their child (23%). The reasons parents chose GLG is outlined in Table 4-B. A majority of parents chose GLG because their child attended the school last year (39%), they liked the magnet theme (38%) and/or it is a neighborhood school (37%).

Teacher Perception. Surveys were administered to the staff of GLG during the first and second semesters. Table 5 presents a summary of teacher responses. A comparison of 1990 and 1991 teacher responses is illustrated in Table 6. For discussion purposes, four broad areas of program implementation were examined.

1. School climate and satisfaction;
2. Staff development;
3. Administrative support; and
4. Thematic emphasis.

School Climate and Satisfaction. As noted in Table 5, the majority of teachers enjoyed teaching at GLG (item 1, 100%); felt the school climate was good (item 2, 96%); understood the goals and objectives (item 3, 97%); and taught at GLG because of the theme (items 4a and 4b; 67% and 17% respectively).

Table 4-A

Ways Parents Learned About
The Garfield Latin Grammar
Magnet Elementary School
(N = 101)

Ways	Percentage
Newspaper	29%
Radio	15%
TV	15%
Child	23%
Friend	34%
School district brochure	34%
Other sources	7%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category, therefore percentages may exceed 100%.

Table 4-B

Reasons Parents Chose
The Garfield Latin Grammar
Magnet Elementary School
(N = 101)

Reasons	Percentage
Liked the magnet theme	38%
Neighborhood school	37%
Attended last year	39%
Other children in this school	15%
Other reasons*	72%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category, therefore percentages may exceed 100%.

* Chapter 1 Program.

Table 5

Teacher Perceptions
Garfield Latin Grammar Magnet Elementary Program
1990 - 1991

Statement	Responses	N	%
1. I enjoy teaching at Garfield Latin Grammar.	Agree	26	100%
	Disagree		
2. I feel the climate (relations, feelings, tone, etc.) of the school contributes to implementation of the theme.	Agree	25	96%
	Disagree	1	4%
3. I understand the goals and objectives for Latin Grammar Magnet Schools identified in the 1986 Long Range Magnet School Plan.	Agree	29	97%
	Disagree	1	3%
4. Which of the following statements best describes your teaching situation?			
a. Chose to remain and teach at Garfield because of theme;		20	67%
b. Chose to transfer and teach at Garfield because of theme;		5	17%
c. Remained at Garfield due to convenience, seniority, etc.		4	13%
d. Tried unsuccessfully to transfer from Garfield:		-----	-----
e. Involuntary transfer or assignment to Garfield;		1	3%
f. Other.		-----	-----
5. I find the activities covered in staff development/in-service sessions at Garifled Latin Grammar help me in the classroom.	Agree	22	85%
	Disagree	4	15%
6. I attended the district Latin Grammar in-service training held prior to the opening of school	Agree	28	93%
	Disagree	2	7%
7. The study of Latin has improved most of my students' academic achievement.	Agree	17	71%
	Disagree	7	29%
8. Students in my classes are making good academic progress because of the Latin Grammar theme.	Agree	15	65%
	Disagree	18	35%
9. I have sufficient teaching materials and resources to teach the district's core curriculum.	Agree	22	88%
	Disagree	3	12%
10. I have sufficient supplemental materials and supplies to teach the Latin Grammar theme.	Agree	14	58%
	Disagree	10	42%
11. The building administration has provided the support I need to successfully implement the Latin Grammar theme.	Agree	24	96%
	Disagree	1	4%
•12. The academic support services (counselors, office staff, etc.) have provided the support I need to conduct my classes.	Agree	26	87%
	Disagree	2	7%
	No Opinion	2	7%
•13. The physical plant support services (maintenance, janitorial, etc.) have provided the support I need to conduct my classes.	Agree	24	80%
	Disagree	6	20%
14. I believe students are appropriately placed in my school.	Agree	17	68%
	Disagree	8	32%
15. I had the necessary textbooks to begin the school year.	Agree	24	80%
	Disagree	3	10%
	No Opinion	3	10%
16. I believe Garfield Latin Grammar has a highly disciplined and structured environment.	Agree	18	69%
	Disagree	8	31%

Table 5 (Continued)

Teacher Perceptions
Garfield Latin Grammar Magnet Elementary Program
1990 - 1991

Statement		Responses	N	%
17.	My students appear to perform well in regards to homework and study habits.	Agree	19	73%
		Disagree	7	27%
18.	Most parents are maintaining the contractual agreement concerning the reviewing and signing of students' homework.	Agree	12	48%
		Disagree	13	52%
19.	I have met with most parents per the contractual agreement.	Agree	15	60%
		Disagree	10	40%
20.	I believe most parents are involved in the school.	Agree	8	32%
		Disagree	17	68%
•21.	Students are committed to wearing uniforms to school.	Agree	29	97%
		Disagree	1	3%
•22.	I have been able to infuse the Latin Grammar theme into the basic curricula of the district.	Agree	23	77%
		Disagree	5	17%
		No Opinion	2	7%
23.	Which basic curriculum area is the most difficult for you to infuse the Latin Grammar theme?			
	a. Social Studies;		3	14%
	b. Science;		12	55%
	c. Mathematics;		3	14%
	d. Language Arts (including English and Reading);		3	14%
	e. Other;		1	5%
•24.	Students in my class have had sufficient opportunities to use computers to facilitate learning.	Agree	7	23%
		Disagree	19	63%
		No Opinion	4	13%
•25.	The Latin Grammar teacher and I work well together to implement the Latin Grammar theme.	Agree	24	80%
		Disagree	2	7%
		No Opinion	4	13%
26.	Which special emphasis of the Latin Grammar theme is the most difficult to implement?			
	a. Writing;		4	13%
	b. Required reading;		5	17%
	c. Public speaking;		7	23%
	d. Memorization;		4	13%
	e. Problem solving and critical thinking skills;		14	47%
	f. Computer literacy;		12	40%
	g. Self-discipline.		10	33%
27.	Which of the following describes your contact with parents?			
	a. Met during Open House;		15	58%
	b. Telephone conference;		18	69%
	c. Correspondence (sent or mailed home);		22	84%
	d. Parent/teacher conference;		19	73%
	e. SAC/PTA;		2	8%
	f. Task Force;		2	8%
	g. Other.		2	8%

Table 5 (Continued)

Teacher Perceptions
Garfield Latin Grammar Magnet Elementary Program
1990 - 1991

Statement	Responses	N	%
28. I believe the Latin Grammar theme has improved desegregation at my school.	Agree	22	73%
	Disagree	8	27%
29. Overall, I feel my school is accomplishing its goals and objectives identified in the Garfield school site plan.	Agree	23	92%
	Disagree	2	8%

Note: Percentages are rounded to the nearest whole percent. 1990, N = 30; 1991, N = 26

* Question asked in the fall only.

Staff Development. Teachers responded positively when asked if they attended staff development sessions held prior to opening of school (item 6; 93%) and if training was helpful (item 5; 85%).

Teachers in Latin grammar schools are required by the district to attend 80 hours of theme-related training. This training was designed to help teachers infuse the theme into the basic curriculum. When asked if they have been able to infuse Latin into the basic curriculum, 77% of the teachers agreed (item 22). Teachers felt that science (item 23b; 55%) was the most difficult basic subject to infuse, while the most difficult special emphasis areas to infuse (item 26) were problem solving and critical thinking skills (47%), followed by computer literacy (40%), and self-discipline (33%).

Administrative Support. Teachers were asked about their perceptions of the support they have received from building and district level administration. Overall, most teachers indicated that they had the support they needed from building level administration (item 11; 96%); from academic support services (item 12; 87%); and from physical plant services (item 13; 80%). A smaller percentage of teachers said they had sufficient teaching materials and resources to teach the district's core curriculum (item 9; 88%), supplemental materials to teach the Latin theme (item 10, 58%) and the necessary textbooks to begin the school year (item 15, 80%).

Thematic Emphasis. In an effort to increase parental involvement, GLG established a policy to contact parents monthly. Teachers telephoned parents, sent notes home with students, and made personal contacts. In spite of these efforts, only 32% of the teachers believed that parents were involved in the school. Teachers described their contact with parents as follows (item 27): correspondence (84%); parent teacher/conferences (73%); telephone conferences (69%) or meetings during Open House (58%).

Table 6

Comparison of Teachers Positive Responses to Statements Concerning Garfield Latin Grammar Magnet Elementary School 1989-90 to 1990-91

Statement		1989-1990 (N)	1989-1990 %	1990-1991 (N)	1990-1991 %
1.	I believe Garfield Latin Grammar has offered a highly disciplined and structured environment.	19	91%	18	69%
2.	Students at Garfield Latin Grammar performed well in regards to homework and study habits.	14	67%	19	73%
•3.	Students appear to enjoy wearing uniforms to school.	14	67%	29	97%
4.	I believe the study of Latin has improved most students' academic achievement.	15	71%	17	71%
5.	I believe most parents are involved at Garfield Latin Grammar.	12	57%	8	32%
6.	Most parents review and sign students' homework.	6	29%	12	48%
7.	I have met with most parents.	14	67%	15	60%
8.	I have had sufficient teaching materials and resources available to me.	20	95%	22	88%
9.	The activities covered in staff development sessions at Garfield Latin Grammar helped me in the classroom.	18	86%	22	85%
10.	The building administration provided the support I needed to conduct my classes.	20	95%	24	96%
11.	I feel the climate of the school is good.	20	95%	25	96%
12.	I enjoy teaching at Garfield Latin Grammar.	21	100%	26	100%
13.	Overall, I feel Garfield Latin Grammar is accomplishing its goals and objectives.	19	91%	23	92%

Note: Percentages are rounded to the nearest whole percent; 1989, N = 24; 1990, 1990, N = 30; 1991, N = 26

• Question asked in fall only.

Table 6 provides a comparison of 1990-91 teacher perceptions with perceptions reported in the first year of implementation (1989-90). There was a significant change in GLG teacher perception of the school environment and parental involvement from 1990 to 1991 (item 1). In response to questions about the environment, 91% of teachers in 1990 and 69% in 1991 agreed that there was a highly disciplined and structured environment. Regarding parental involvement, teachers felt that more parents were maintaining the contractual agreement concerning the reviewing and signing of homework (item 6; from 29% to 48%) but fewer teachers have met with most parents (item 7, from 67% to 60%).

Lastly, from 1990 to 1991, teachers remained positive regarding GLG's progress toward accomplishing its goals and objectives (item 13, from 91% to 92%).

Student Perceptions. One-third of the students (N = 214) at grades one through five were

Table 7
Comparison of Student Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement		Responses	1990 (N)	1990 %	1991 (N)	1991 %
1.	I enjoy wearing uniforms everyday to school.	Yes	(82)	45%	(67)	32%
		No	(101)	55%	(127)	61%
		Don't Know	-----	-----	(14)	7%
2.	I think the rules at Garfield are too strict.	Yes	(74)	40%	(64)	31%
		No	(109)	60%	(118)	57%
		Don't Know	-----	-----	(27)	13%
3.	I think students are well-behaved in my classes.	Yes	-----	-----	(71)	35%
		No	-----	-----	(97)	47%
		Don't Know	-----	-----	(37)	18%
4.	I like doing homework assignments my teachers give me.	Yes	(117)	64%	(98)	46%
		No	(66)	36%	(89)	42%
		Don't Know	-----	-----	(24)	11%
5.	My parents regularly check and sign my homework..	Yes	(144)	79%	(174)	83%
		No	(37)	20%	(27)	13%
		Don't Know	(2)	1%	(9)	4%
6.	My parents regularly help me with my homework.	Yes	-----	-----	(139)	66%
		No	-----	-----	(64)	31%
		Don't Know	-----	-----	(7)	3%
7.	My grades have improved this year.	Yes	-----	-----	(139)	67%
		No	-----	-----	(27)	13%
		Don't Know	-----	-----	(42)	20%
8.	I am learning a lot of Latin this year.	Yes	(169)	92%	(176)	84%
		No	(13)	7%	(20)	10%
		Don't Know	(1)	1%	(14)	7%
9.	I think Latin is interesting.	Yes	(146)	80%	(162)	76%
		No	(37)	20%	(34)	16%
		Don't Know	-----	-----	(16)	8%
10.	I am learning a lot about life in Rome and Italy.	Yes	-----	-----	(174)	82%
		No	-----	-----	(20)	9%
		Don't Know	-----	-----	(19)	9%
11.	I am learning a lot about different ethnic groups (for example, American Indians or African Americans).	Yes	-----	-----	(110)	52%
		No	-----	-----	(74)	35%
		Don't Know	-----	-----	(27)	13%

Table 7 (Continued)
Comparison of Student Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement		Responses	1990 (N)	1990 %	1991 (N)	1991 %
13.	I like my teachers at Garfield.	Yes	(150)	82%	(168)	80%
		No	(33)	18%	(35)	17%
		Don't Know	-----	-----	(6)	3%
14.	My teachers challenge me to work hard.	Yes	-----	-----	(152)	73%
		No	-----	-----	(28)	14%
		Don't Know	-----	-----	(28)	14%
15.	I think this is a clean school.	Yes	(136)	74%	(172)	82%
		No	(47)	26%	(22)	11%
		Don't Know	-----	-----	(15)	7%
16.	I think my school is safe.	Yes	(149)	81%	(151)	72%
		No	(34)	19%	(30)	14%
		Don't Know	-----	-----	(30)	14%
17.	I ride the school bus or taxi to and from school everyday.	Yes	-----	-----	(158)	76%
		No	-----	-----	(21)	10%
		Don't Know	-----	-----	(28)	14%
•18.	I think it takes too long to get to and from school everyday riding the school bus or taxi.	Yes	(52)	44%	(117)	75%
		No	(65)	56%	(35)	22%
		Don't Know	-----	-----	(4)	3%
•19.	If I receive a failing grade (for example, a "D" or "N"), I am allowed additional time to make up homework.	Yes	-----	-----	(80)	39%
		No	-----	-----	(84)	41%
		Don't Know	-----	-----	(40)	20%
20.	I attend the before or after school program at Garfield.	Yes	-----	-----	(27)	52%
		No	-----	-----	(18)	35%
		Don't Know	-----	-----	(7)	14%
•21.	I participate in the before or after school program because it helps me learn more and improve my grades.	Yes	-----	-----	(15)	71%
		No	-----	-----	(5)	24%
		Don't Know	-----	-----	(1)	5%
•22.	I attend the before or after school program because of the extracurricular and fun activities.	Yes	-----	-----	(3)	33%
		No	-----	-----	(5)	55%
		Don't Know	-----	-----	(1)	11%
23.	If I have problems with my school work, I can get help from my teachers.	Yes	-----	-----	(34)	17%
		No	-----	-----	(144)	70%
		Don't Know	-----	-----	(27)	13%

Table 7 (Continued)
Comparison of Student Perceptions
Garfield Latin Grammar Magnet Elementary School
Spring 1990 - Spring 1991

Statement		Responses	1990 (N)	1990 %	1991 (N)	1991 %
24.	Overall, I think this is a good school.	Yes	-----	-----	(34)	17%
		No	-----	-----	(67)	33%
		Don't Know	-----	-----	(105)	51%
•25.	I plan to come back to Garfield next year.	Yes	(90)	49%	(11)	24%
		No	(91)	50%	(14)	30%
		Don't Know	(2)	1%	(21)	46%

Note: Percentages are rounded to the nearest whole percent. Based on a 25% random sample across grade levels 1-5. 1990, N = 131: 1991, N = 214.

• Responses only from students who use these services or will be eligible for next grade level in this school.

randomly sampled to receive a student survey. A comparison between student perceptions in 1990 to their perceptions in 1991 is summarized in Table 7.

Students continue to hold negative perceptions regarding uniforms (item 1) and positive perceptions about rules (items 2 and 3). Slightly less than one-third of the students stated they enjoyed wearing uniforms everyday to school (45% to 32%). When asked if they thought the rules at GLG were too strict, only 31% agreed. Similarly, 35% of students thought students were well-behaved in class (item 3).

Another area of contractual obligation for parents and students is homework (items 4, 5 and 6). Fewer students indicated they liked doing homework assignments (64% to 46%). According to students, 83% of their parents regularly checked and signed homework and 67% of their parents regularly helped with homework.

Student perceptions of their grades were lower than expected (item 7). Somewhat more than sixty percent of the students indicated that their grades had improved this year (66%). Theme-related subjects also received low marks (items 8, 9, 10, and 11). Student perceptions about learning Latin dropped by eight percentage points (92% to 84%), while, finding Latin interesting (item 9), declined by only four percentage points (80% to 76%).

In the Latin grammar curriculum, a great deal of emphasis is placed on the development of classical and multicultural relationships. While student perceptions of learning about life in Rome and Italy received fair marks (item 10; 82%), learning about different ethnic groups received a less favorable response (item 11; 52%).

Students remain mostly satisfied with their teachers (item 13; 82% to 80%) and only 73% felt their teachers challenged them to work hard. In regard to the physical environment of the school (items 15 and 16), there was an increase from 74% to 82% in students who thought the school was clean; and a decline in those who thought the school was safe (81% to 72%). Seventy-six percent of the students indicated they rode the bus or taxi to and from school everyday (item 17). Of these students, there was a marked increase in those who thought it took too long to get to and from school riding the school bus (44% to 75%).

Although parents and students felt fairly satisfied with their teachers, only 39% of the students felt they were allowed additional time to make up homework (item 19) and even fewer felt they received help from teachers when they had problems with school work (item 23; 17%).

Among the fifty percent of students who participated in the after school tutorial program (item 20, 21, and 22), 71% participated because it helped them learn and improve their grades and another 33% participated because of the extracurricular and fun activities.

Overall, students rated GLG moderately low, and less favorable than last year. Considerably fewer students indicated a desire to return to GLG next year (item 25; 49% to 24%) and only 17% thought GLG was a good school (item 24).

Achievement Data

In an effort to document student progress, student achievement data from the ITBS, MMAT, and the DRP test, were obtained from the district's Testing Office. Achievement data for this report includes the year prior to magnet school implementation and each subsequent year.

ITBS. The ITBS is a norm-referenced standardized achievement test designed to measure growth in fundamental skill areas of vocabulary, reading, language, writing, methods of study, and mathematics. The test is administered to students in Kindergarten through grade eight during the spring semester. The scores presented for this report are percentile ranks which were derived from mean grade equivalent scores. District scores for 1991, in reading, math and language are presented for comparison purposes. The 50th percentile is the national norm.

As shown in Table 8, in 1991, across all subtests, GLG students and the district scored at or above the national norm at similar rates. GLG students scored at or above the national norm on seven (41%) of 17 ITBS subtests (kindergarten, first, second, and fourth grade math; and kindergarten, first and second grade language). Similarly, the district scored at or above

Table 8

Garfield Latin Grammar Magnet Elementary School
Iowa Tests of Basic Skills Reading, Math and Language
Percentile Ranks
Spring 1989, 1990, 1991

Grade	Reading			Math			Language		
Group	1989	1990	1991	1989	1990	1991	1989	1990	1991
		District 1991			District 1991			District 1991	
Kindergarten		---			64			61	
Minority	91	83	---	84	85	65	72	71	61
Non-Minority	90	80	---	89	81	65	80	76	69
Total	91	82	---	86	85	66	77	73	64
First		53			65			73	
Minority	37	41	49	51	46	51	68	65	71
Non-Minority	37	49	50	49	75	62	63	69	77
Total	37	45	49	50	53	55	66	66	73
Second		50			64			64	
Minority	40	49	42	65	69	61	59	67	63
Non-Minority	30	47	55	66	72	78	53	63	75
Total	37	48	48	66	70	68	57	66	68
Third		44			48			57	
Minority	32	37	42	40	40	39	46	50	50
Non-Minority	51	47	39	56	45	39	54	53	45
Total	41	41	41	47	42	39	50	51	48
Fourth		39			45			49	
Minority	28	35	38	34	42	49	41	48	46
Non-Minority	39	41	51	40	50	56	38	48	55
Total	33	37	43	37	45	52	39	48	49
Fifth		40			41			48	
Minority	21	25	21	22	29	22	31	39	29
Non-Minority	41	30	34	35	31	37	43	41	43
Total	28	27	31	27	30	27	35	40	33

Note: Percentile ranks are converted from mean grade equivalent scores.

the national norm on eight (47%) of 17 subtests (first and second grade reading; kindergarten and first grade math; and kindergarten to fourth grade language). In comparison to the district, GLG scored at or above the district norm on eight (47%) of 17 subtests (fourth grade reading; kindergarten, second and fourth grade math; and kindergarten, first, second and fourth grade language.) Gains in scores from 1989 and 1991 were reflected on 10 (59%) of the 17 subtests, including first, second, fourth and fifth grade reading from 3 to 12 points; first, second and fourth grade math from 2 to 15 points; and first, second, and fourth grade language from 7 to 11 points.

Minorities gained on nine (53%) of the 17 subtests, with the exception of kindergarten, second and third grade math; kindergarten and fifth grade language. Non-minority gains were reflected on 10 (59%) of the 17 subtests, including first, second and fourth grade reading; first, second, fourth and fifth grade math; and first, second and fourth grade language.

Although both racial groups showed gains in scores from 1989, non-minorities gained from 2 to 25 points more than minorities on all subtests except third grade reading and language, and neither group gained on kindergarten math. In comparison to 1989, minorities and non-minorities scored consistently lower in kindergarten reading, math and language, while non-minorities showed less gain on third grade reading, math and language subtests.

Overall, from 1989 to 1991, GLG students remained the same or gained on all subtests, with the exception of kindergarten reading (-9); kindergarten (-20) and third grade (-8) math; and kindergarten (-13), third grade (-2) and fifth grade (-2) language.

MMAT. The MMAT, a battery of criterion-referenced achievement tests, were designed to evaluate the educational objectives developed by the Missouri Department of Elementary and Secondary Education. These tests are administered in the spring to grades 3, 6, 8 and 10. Table 9 reports third grade average scale scores in reading, mathematics, science and social studies. For comparison purposes, district and state scores are presented for 1990 and 1991. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use,* (1991), reports that a difference of 25 or more scale points represents a meaningful difference when comparing groups of students.

For the social studies subtests, the average scale scores of GLG students were above the district average by two points. Although moderately weaker, scores on reading, mathematics and social studies were below the district by 5 to 18 points. There were, however, meaningful

Table 9

Missouri Mastery & Achievement Tests Average Scale Score
Garfield Latin Grammar Magnet Elementary School
Grade 3, Spring 1990 - Spring 1991

Subtest / Year	GLG	District	State
Reading/Language Arts			
1989-1990	269	267	323
1990-1991	263	274	321
Mathematics			
1989-1990	260	278	330
1990-1991	271	289	326
Science			
1989-1990	276	278	347
1990-1991	285	290	344
Social Studies/Civics			
1989-1990	283	282	347
1990-1991	275	286	336

differences between GLG average scores for all subtests and those of the state, with GLG scores being significantly weaker.

DRP. The DRP was developed to measure reading comprehension and was designed to be used as a diagnostic test to match appropriate instructional materials with the student's reading level. DRP results for 1991 indicated that GLG students were performing below both the district and national percentile scores (see Table 10).

Summary and Recommendations

GLG has completed its second year of magnet school implementation. Overall, GLG enrolled 92% (471 students) of its program capacity (514 students). Kindergarten (77%) was 20 students below capacity while fourth grade (99%) was closest to enrolling its program capacity. Efforts to achieve the racial composition goals for the magnet program have yet to be achieved at all grade levels.

Table 10

Degrees of Reading Power Test
Percentile Scores
Garfield Latin Grammar Magnet Elementary School
Spring 1991

Grade	Mean Score		Percentile Score		
Year	GLG	District	GLG	District	National
Fifth					
1991 (N = 72)	45	50	28	43	50

Note: Percentages are rounded to the nearest whole percent. Scores reported are at the instructional level.

The success of the Latin grammar theme is closely linked to strong parental commitment and participation in the educational process. Prior to admission to GLG, parents and students must sign a contractual agreement to abide by the rules and policies of the school. Parents appear to be less committed to the contractual agreement concerning participation at school functions and monitoring homework assignments. For example, there was a decline in attendance at school functions such as, parent/teacher conferences, as well as a decline in parents signing and reviewing of homework on a daily basis. Only 53% of the homework examined during classroom observations were signed by parents. Teachers consistently gave parents low marks for maintaining the contractual agreement (from 29% to 48%), slightly fewer have met with parents, and less believed that parents were involved. While GLG's attendance rate (92.8%) is one point above the district's, there is room for improvement. This evidence suggests the need for new approaches which will encourage greater parental participation in the educational process.

Although both parents and students indicated a low preference for uniforms, there is evidence of strong commitment to wearing uniforms. Of the 509 students observed, 95% were wearing the prescribed uniform. This commitment to wearing uniforms by parents and students is commendable. Reimbursement of lost or damaged property remains a concern to school administrators. It is estimated that parents reimbursed the school for damaged or lost uniforms at the rate of 2%. With this volume of lost and damaged uniforms, a more effective uniform return and reimbursement policy should be developed. If an elementary student only wears two uniforms per year, extensive wear and tear can be expected. Either parents or the

school district need to purchase additional uniforms or provide better maintenance of uniforms that are issued.

Latin infusion by both regular teachers and Latin teachers was observed in classrooms 10% of the time. Two Latin teachers provided students with approximately 15 and 30 minutes of Latin instruction daily, depending on the grade level.

Classroom teachers have effectively integrated Roman, Greek and ethnic cultures into instruction. Significant integration of cultural relationships into the basic curriculum were reflected through classical cultural instruction (30%) and multicultural relationships (21%). Evidence of displays of Latin Language, language development and other cultures were noted in almost every classroom.

At the end of the second implementation year, GLG made significant progress toward computer literacy goals. This year there were three computers and one printer in each classroom and 35 computers in the lab. In addition, the Computer Lab housed a large volume of software which was available for teachers to use. However, without a computer technician, the computer lab was not in operation. School administrators have requested a computer technician position in the 1991-1992 budget. It is hopeful that with this new position computer literacy will increase during the 1991-92 school year.

Classroom observations also revealed evidence of other special features of the Latin grammar theme, including: public speaking and memorization (2%); required reading (7%); and writing and composition (24%). While writing and composition is well represented, improvements in public speaking and required reading can be expected.

The establishment of a structured learning environment and strict discipline is an essential component of implementation. To achieve this goal, GLG will need to make significant reductions in the incidents of minor discipline. Although, only four (6%) students were observed in major discipline cases, minor discipline cases were observed with 38 (54%) students. Many students and teachers expressed concern over behavior in the classroom. School administrators need to examine student and parental support for stricter enforcement of deportment. There is room for improvement in the incidents of discipline cases.

Compared to last year, parents were more satisfied with transportation to and from school. Parent perceptions remained positive regarding the communications they received from GLG and fewer parents than last year agreed that the administration was responsive to their concerns (from 87% to 85%). The perception that parent participation was encouraged at

GLG showed a tremendous decrease from a year ago (from 98% to 79%). There is sufficient evidence to suggest a review of communication efforts with parents and methods of administrative response to parental concerns.

Most teachers indicated that they had the support they needed from building level administration (96%); fewer responded positively to support from academic support services (87%) and from physical plant services (80%). According to school administrators, many teachers started the school year without the necessary workbooks and supplemental materials, due to late delivery of textbooks, supplies and materials. In addition, renovations and sewage leaks in parts of the building also caused untimely interruptions.

All of the teachers surveyed indicated that they enjoyed teaching at GLG, while a majority of teachers felt the climate was good and taught at GLG because of the theme.

Most of the teachers at GLG reported that they attended staff development sessions held prior to opening of school, felt training was helpful, and were successfully infusing the Latin grammar theme. There were, however, some difficulties infusing subjects such as science, problem solving and critical thinking skills, and computer literacy.

There was a significant change in teacher perceptions of the school environment and parental involvement from 1990 to 1991. In 1990, 91% of the teachers agreed that GLG had a highly disciplined and structured environment, while in 1991 only 69% agreed. The apparent change in the school environment was supported by student perceptions and classroom observations of discipline and student behavior.

Students continue to hold negative perceptions regarding uniforms and positive perceptions about strict rules. Slightly less than one-third of the students stated they enjoyed wearing uniforms everyday to school (45% to 32%) and only 31% thought the rules were too strict. Similarly, only 35% of students thought students are well-behaved in their classrooms.

Academic and theme-related perceptions were low. Slightly more than sixty percent of the students indicated that their grades had improved this year; theme-related subjects such as Latin dropped by eight percentage points from last year, while, students who found Latin interesting declined by only four percentage points. Student perceptions of learning about life in Rome and Italy received fair marks, learning about different ethnic groups received low marks.

Few students felt they could get help from teachers if they had problems with school work (17%) and only 39% believed they were allowed additional time to make up homework. This

perception is not consistent with the newly implemented mastery learning teaching strategies. As such, this program will be closely monitored next year.

ITBS scores were more consistent with district norms than with national norms. GLG students scored at or above the national norm on seven (41%) of 17 subtests with nine (53%) of 17 subtests at or above the district. Gains in scores from 1989 and 1991 are reflected on ten (59%) of the 17 subtests. When MMAT average scale scores were examined, there were meaningful differences between GLG students, for all subtests, and those of the state, with GLG scores being significantly lower. DRP results for 1991 indicate that GLG students are performing far below the district, and even farther below the national, percentile scores.

Overall, teachers and parents were consistently positive toward GLG and students were somewhat less favorable. Evidence of improvements in Latin grammar instruction and infusion was found in most of the special features and other infusion components with the exception of required reading, public speaking and memorization, and discipline. Achievement gains were more representative on the ITBS and below the district and state norms on the MMAT and the DRP tests.

The following recommendations are based upon the findings of this second implementation year:

1. Continue to explore alternative strategies to involve parents in the educational process of their children. Parental involvement is critical to the success of the Latin grammar theme and must be increased. Although the majority of teacher contacts with parents resulted from correspondence (84%), fewer teachers had met with parents (60%); there was a decline in participation at teacher/parent conferences (42%) and of parents who indicated that they attended the last parent teacher conferences (25%). Considerably fewer parents felt their participation was encouraged at GLG (78%). As per the contractual agreement, a small percentage of parents sign and review homework and even fewer reimburse the school for lost or damaged property. Opportunities to increase parental involvement may exist with an examination of the uniform, homework and academic performance review policies. Helping parents understand the importance of their involvement in the educational process of their child is a legitimate role for school administrators, teachers and advisory groups. Teaching parents how to help with homework and other school responsibilities would benefit the school, child and community at large.

2. Continue to focus efforts toward filling the computer technician magnet-related position. The problems of renovations, access to computer software, and installation of dual disk drives were resolved during the 1990-91 school year. Although the computer lab is fully equipped with computers and software and there are three computers in each classroom, students were observed using computers during 3% of the time. The resolution of budgetary constraints and the timely request and approval of personnel will enhance the full implementation of computer literacy instruction.

3. Consider new strategies to increase the opportunities for students to use selected Latin grammar special features: public speaking and memorization and required reading skills. Although there was evidence of public speaking and memorization, student exposure must be continuous and not just an annual event (Olympics of the Mind). Similarly, required reading lists need to be circulated among students and parents.

4. Explore alternative methods to improve the learning environment and discipline. Children cannot learn and teachers cannot teach in an undisciplined classroom. Students reported that only 35% of the students were well-behaved in their classrooms and only 31% thought the rules at GLG were too strict. Among teachers, 69% agreed that GLG has a highly disciplined and structured environment. The incidence of minor discipline was evident in 54% of the classroom observation visits. It would seem beneficial to organize a representative body of students, parents and teachers for the purpose of establishing and enforcing meaningful codes of student conduct consistent with the school, the theme and district policies.

5. Explore ways to improve student satisfaction with the school. Students rated GLG extremely low, in most cases, and consistently less favorable than last year. There was a slight decrease in students who thought Latin was interesting (from 80% to 76%); while most students liked their teachers (from 82% to 80%), fewer think their teachers challenge them to work hard (75%); considerably less students indicated a desire to come back to GLG next year (from 49% to 24%); and a only 17% thought GLG is a good school. The focus of the educational climate should be directed toward the academic, personal, and social needs of the student. School administrators may wish to examine the cause of low satisfaction with school.

6. Explore ways to improve the maintenance and return of uniforms. While the low preference for wearing uniforms may not explain the low reimbursement rate for lost or damaged uniforms, it does suggest a lack of appreciation for the wearing of uniforms. Perhaps an orientation on uniform maintenance designed to promote a sense of school pride/image will improve the situation. Another solution may be to establish an on-site uniform repair station, manned by volunteers, to provide minor mending and sewing services.

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Appendix A

Garfield Latin Grammar Magnet
School Enrollment Agreement

Appendix A

GARFIELD LATIN GRAMMAR MAGNET

SCHOOL ENROLLMENT AGREEMENT

THIS AGREEMENT, made this ____ day of _____, 19____, by and between Garfield Latin Grammar Elementary School (Garfield Latin Grammar and _____ ("the Student") (name of Student and by and between Garfield Latin Grammar and _____ _____ the Parent or Guardian of said student. ("Parent" (name of Parent or Guardian) or "Guardian") is to secure the commitment of the Student and his or her Parent or Guardian to abide by the rules and policies established by the Administration and advisory bodies of Garfield Latin Grammar Elementary School District of Kansas City, Missouri ("the School District"), regarding the obligation of students enrolled in Garfield Latin Grammar Elementary in consideration of permitting the Student to enroll in and attend Garfield Latin Grammar.

Section 1. GARFIELD LATIN GRAMMAR agrees to use its best efforts to:

1. Provide a structured learning environment in a traditional setting that promotes high student academic achievement and effective instruction.
2. Provide students with challenging instructional curricula that will enhance their intellectual, social, emotional, and physical development.
3. Emphasize personal responsibility, self-discipline, and self-respect through a strict disciplinary policy and focus on expectations for academic performance.
4. Increase students' oral and written communication skills through the study of Latin.
5. Respond to Parent/Guardian concerns.
6. Involve students in the goal setting process through the establishment and maintenance of a student task force.
7. Attract and promote a geographically diverse student body.

Section 2. THE STUDENT agrees:

1. To maintain a level of academic performance that meets or surpasses standards as established by Garfield Latin Grammar.
2. To maintain a level of conduct in school that meets or surpasses standards as established by Garfield Latin Grammar.
3. To be properly attired according to the uniform policy as established by Garfield Latin Grammar.
4. To observe all other established rules and policies as established by Garfield Latin Grammar.

BEST COPY AVAILABLE

Section 3. THE PARENT OR GUARDIAN agrees:

1. To attend a mandatory conference at the end of the first grading period and at least one (1) other conference during the academic year to discuss his or her child's academic performance and behavior in school and to receive his or her child's report card. In addition, parents will attend two to four school functions during the year.
2. To ensure that his or her child completes all homework assignments as required and review and sign such homework assignments before returning it to school.
3. To ensure that his or her child is properly attired according to the uniform dress policy of Garfield Latin Grammar.
4. To ensure that his or her child regularly attends school when in good health.
5. To ensure that his or her child regularly arrives at school at the designated time.
6. To ensure reports of absences, late arrivals and early departures to Garfield Latin Grammar.
7. To reimburse the School District for books, uniforms or other school property that his or her child loses or damages.
8. To participate and support the established activities, rules, and policies as required by the Garfield Latin Grammar.

Section 4. CONSEQUENCES OF BREACH OF AGREEMENT:

If the Student or Parent or Guardian fails to abide by this Agreement, the student's enrollment in Garfield Latin Grammar will be terminated. If the Student is a resident of the School District, he or she will be placed in another elementary school operated by the School District. If the student is attending as an interdistrict transfer, he or she will be required to return to his or her home school district, or to seek schooling elsewhere. The Student may be permitted to reapply to Garfield Latin Grammar at a later time, at the discretion of Garfield Latin Grammar and the School District.

BY SIGNING BELOW, THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ THIS AGREEMENT AND WILL BE BOUND BY ITS TERMS AND CONDITIONS.

_____ _____

Principal, on behalf of
Garfield Latin Grammar School

Parent or Guardian (signature)

_____ _____

Print Student's Name

Student (signature)

The School District of Kansas City, Missouri